

Using Response to Instruction and Intervention (RtII) for SLD Determination: Application for Approval



This tool provides the structure for schools to document evidence of RtII implementation in **reading** across **9** key effectiveness indicators. The indicators represent the components of PA's RtII Framework. Explanations and descriptors are provided for each indicator.

Contact Information:

School _____ School district: _____ IU: _____

Contact Person(s): _____ Telephone#: _____ Email: _____

Indicate **grades** implementing RtII: _____

Directions: Each school requesting approval for the use of RtII for SLD determination must complete this document. Please list all team members who contributed to the development/completion of this application.

1. Read each indicator and the explanations and descriptors carefully.
2. Document the evidence specific to each indicator. Describe in detail the processes, procedures, products and activities implemented in the school. **Note:** An application must be completed for each school.
3. Submit the completed application electronically to John Machella, Special Education Advisor, Bureau of Special Education at jmachella@state.pa.us
4. Make forms, formats, and other evidence of your effort available upon request.

Team Member	Role

RTII INDICATORS	EVIDENCE OF IMPLEMENTATION FIDELITY
I. HIGH QUALITY STANDARDS-ALIGNED CURRICULUM AND RESEARCH-BASED INSTRUCTION	Use the “look fors” on the scoring rubric to document evidence for each indicator. Provide detailed evidence for each bulleted item.
<ol style="list-style-type: none"> 1. General education core curriculum and instructional practices are aligned to the PA standards and are research based. <ul style="list-style-type: none"> • Reading: Addresses 5 big ideas (phonemic awareness, decoding, fluency, vocabulary, comprehension) <ul style="list-style-type: none"> ○ 90+ uninterrupted minutes minimum per day 2. All staff general, remedial and special education participates in the design and delivery of core instruction as appropriate. 3. Instruction is systematic, explicit, and follows research-based effective teaching principles. 4. Teachers are skilled in the use of effective instruction including techniques to differentiate instruction to meet diverse learning needs. 5. A system is in place to ensure core instruction is delivered with fidelity and includes routine fidelity checks and a feedback system to improve teaching practices. 	
II. UNIVERSAL SCREENING	Use the “look fors” on the scoring rubric to document evidence for each indicator. Provide detailed evidence for each bulleted item.
<ol style="list-style-type: none"> 1. A system is in place to assess the strengths and challenges of all students in academic content areas. All students are screened/benchmarked a minimum of three times per year to determine academic status against grade-level standards. 2. Administration fidelity is monitored and screening tools are: <ul style="list-style-type: none"> • Research-based, predictive of future performance on standards, and benchmarked. • Efficiently administered by trained staff. 3. Screening data is shared with administrative teams, grade level teams, student specific teams and parents, and: <ul style="list-style-type: none"> • Maintained in a database which generates user friendly summaries of data. • Graphed for easy display, analysis and interpretation. • Demonstrates the degree of risk for individual students and groups of students at specific grades. 4. Grade level teams analyze screening data in a timely manner 	

(within one week of administration) to design and adjust instruction using a structured team facilitation process and format.	
III. SHARED OWNERSHIP	Use the “look fors” on the scoring rubric to document evidence for each indicator. Provide detailed evidence for each bulleted item.
<p>1. All staff (general, special, remedial, ESL) assumes an active role in assessment, curriculum and instruction in the standards aligned system.</p> <ul style="list-style-type: none"> • All staff owns (is responsible) all student learning. • Training is provided to staff assuming non-traditional roles in the RtII instructional framework. • Staff role changes are strategically planned and supported with appropriate training and coaching. <p>2. School resources and staff expertise are allocated based on student need. Expert teachers and specialists are assigned to the students with the greatest need.</p>	
IV. DATA-BASED DECISION MAKING	Use the “look fors” on the scoring rubric to document evidence for each indicator. Provide detailed evidence for each bulleted item.
<p>1. Building, grade level and student-centered teams meet collaboratively to review assessment data and make instructional decisions.</p> <ul style="list-style-type: none"> • Teachers receive user-friendly data in advance. • A structured team facilitation process and format are used. <p>2. Grade level teams set measurable grade-wide goals, develop and implement strategies to achieve these goals, and monitor student progress toward these benchmark goals (i.e. ____% of students will meet benchmark by January).</p> <ul style="list-style-type: none"> • Adjust core instruction • Research-based supplement to core program. • Implementation logistics are planned and staff is trained. • Strategies are monitored and fine tuned in response to progress data. • Implementation fidelity is monitored. 	
3. Continuous progress monitoring data drives instructional	

<p>decisions throughout the three-tier process.</p> <ul style="list-style-type: none"> • Progress monitoring measures are standards aligned, reliable, efficient, and determine student and grade level progress toward prescribed benchmarks. • Progress in all tiers is monitored, graphed, and analyzed according to specified processes and decision rules. <p>4. Student learning is monitored with increasing frequency as students receive additional tiered interventions.</p> <ul style="list-style-type: none"> • Tier 1 - minimum of three times per year; Tier 2- minimum twice monthly; Tier 3-minimum weekly. <p>5. Time is scheduled for grade-level and student level team collaboration and follow-up activities.</p>	
<p>V. TIERED INTERVENTION AND SERVICE DELIVERY SYSTEM</p>	<p>Use the “look fors” on the scoring rubric to document evidence for each indicator. Provide detailed evidence for each bulleted item.</p>
<p>1. Students receive increasingly intense research-based interventions targeted at assessed skill deficits in addition to standards-aligned core instruction immediately after need is identified through assessment. A range of research-based instructional interventions is in place. Interventions are delivered by a diverse (general and special education teachers, paraprofessionals, related service and support staff, etc.) pool of trained staff.</p> <ul style="list-style-type: none"> • The team uses screening and informal assessment data to identify instructional needs and appropriate interventions for students. • Tier 2 intervention provides additional instructional time (at least 30 minutes/day). • Tier 3 provides additional instructional time (30-60 minutes/day). • Intervention logistics (including training) are carefully planned (Who, What, Where, When). • Interventions vary by grouping, expertise, duration, frequency and time. <p>2. Standard protocol interventions are used in designing instruction for students at Tiers 2 and 3.</p> <p>3. A system is in place to ensure that interventions are</p>	

<p>implemented with fidelity.</p> <p>4. Progress monitoring data determines the effectiveness of interventions and drive student movement through the tiers.</p> <ul style="list-style-type: none"> • Team identifies student specific appropriate Rate of Improvement. • Progress monitoring logistics are identified (Who, What, Where, When) • Student progress is graphed and decision rules are identified. <p>5. Interventions are monitored and adjusted based on progress monitoring data.</p> <p>6. A system is in place to provide students with tiered intervention as needed (tier movement).</p> <ul style="list-style-type: none"> • Students making acceptable progress in Tier 2 return to Tier 1 or may remain at Tier 2. Students not making acceptable progress are referred for Tier 3 intervention. • Students making acceptable progress in Tier 3 return to Tier 2 or Tier 1 intervention or may remain at Tier 3. Students not making acceptable progress may be referred for special education eligibility determination or continue at Tier 3 with progress monitoring and modified support to ensure student success. 	
<p>VI. PARENT ENGAGEMENT</p>	<p>Use the “look fors” on the scoring rubric to document evidence for each indicator. Provide detailed evidence for each bulleted item.</p>
<p>1. Parents are provided information on the RtII framework, including an overview of the RtII framework, tiered instruction, types of programs used, and tips to support their children and school to implement the RtII strategy. The overview includes timelines, explanations of interventions, and expectations.</p> <p>2. Parents are notified and requested to participate in the three-tier process as soon as their children begin tiered supports.</p> <p>3. Parents receive at least quarterly detailed reports on their child’s interventions, goals, and progress.</p> <p>4. Parents are informed and understand their right to request a special education evaluation at any time during RtII.</p>	

VII. ELIGIBILITY DETERMINATION	Use the “look fors” on the scoring rubric to document evidence for each indicator. Provide detailed evidence for each bulleted item.
<ol style="list-style-type: none"> 1. Policies and processes are in place to ensure compliance with all federal and state regulations, timelines and assurances. 2. A system is in place to use RtII data to diagnose specific learning disability. The determination includes RtII outcome data and is part of a comprehensive evaluation of student eligibility. <ul style="list-style-type: none"> • The evaluation team uses research-based norms or benchmarks to determine the magnitude of a student’s deficit in basic academic skills. • The team uses student progress data to compare the referred student’s slope of progress to the goal line needed to close the achievement gap in the academic skill deficit. • The team considers other factors (vision, hearing, language, social/behavioral, medical, etc.) that may explain the student’s difficulties in conducting the comprehensive evaluation, and assesses the degree of student need. 	
VIII. LEADERSHIP (SUPPORTS, INFRASTRUCTURE, FLEXIBLE USE OF RESOURCES)	Use the “look fors” on the scoring rubric to document evidence for each indicator. Provide detailed evidence for each bulleted item.
<ol style="list-style-type: none"> 1. Building Administrators lead and support RtII with demonstrated commitment to the efficient and flexible use of time and resources. 2. School district policies and procedures have been revised, as necessary to implement the model (Title 1, Sp. Ed. Plan). 3. The building infrastructure (i.e. schedule) supports RtII. 4. Scheduling supports time allocations required for implementation (screening, data analysis teaming (grade level and student specific), intervention planning/implementation/monitoring, professional development, etc.). 5. Administration supports change in staff role in addressing student needs (general, remedial, special education). 	
IX. PROFESSIONAL DEVELOPMENT	

<ol style="list-style-type: none"> 1. Professional development is ongoing, job-embedded and includes the relevant areas essential to the effective implementation of RtII and improved student outcomes. 2. All personnel have received an overview of the RtII framework and its implications for change from a traditional instructional model. The overview is provided by the buildings instructional leaders. 3. All staff receives training in effective use of data for instructional decision making (data analysis teaming), progress monitoring, effective instruction, and principles of differentiation, parent engagement, reading instruction, and other areas as identified. Guided practice is an integral component of professional development activities. 4. Key school personnel are identified for enhanced training in specific components of the three-tier model (screening, intervention, data analysis) to build school capacity and to ensure sustainability of the RtII strategy. 5. The district professional development calendar provides sufficient time and flexibility for professional development in the components of RtII. 	
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